



International Journal of Sciences: Basic and Applied Research (IJSBAR)

ISSN 2307-4531
(Print & Online)

<http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>



Applying Know-Want-Learn Strategy in Teaching Reading for Senior High School Students: A Study of Students' Extrapolative Reading Comprehension

Risman Wanci*

Nursing Study Program, Sekolah Tinggi Ilmu Keperawatan (STIK) Famika, Indonesia

Email: sapa.risman@gmail.com

Abstract

The objectives of this research were: (1) to find out whether or not the use of Know-Want-Learn Strategy improves the students' reading comprehension on extrapolative level; and (2) to find out the students' perception toward the use of Know-Want-Learn Strategy in teaching reading. This research applied a pre-experimental design. It was held at SMA Negeri 12 Makassar. The population of this research was all the tenth grade students of SMA Negeri 12 Makassar, in academic years 2013/2014. Simple random sampling was applied to take sample in this research. The sample of this research was 30 students out from the population. The research data were collected by using two kinds of instruments: reading test for the students' reading comprehension, and questionnaires for the students' perception. Data on the students' reading comprehension were analyzed using descriptive and inferential statistics, and the data on students' perception were analyzed using Liker Scale. The results of this research were: (1) the use of Know-Want-Learn Strategy in teaching reading improved the students' reading comprehension on extrapolative level, (2) the students' perception toward the use of Know-Want-Learn Strategy was positive. The result of the students' perception revealed that the use of Know-Want-Learn Strategy increased the students' interest in joining the reading class.

Keywords: KWL Strategy; Reading Comprehension; Extrapolative Comprehension.

* Corresponding author.

1. Introduction

1.1. Background

There are four skills in English, namely listening, reading, writing and speaking. The four skills have important role in English. And each skill has different function from others. In studying English, students should study all the skills. We can find that some students have good listening skill but do not have good others skill (whether reading, writing or speaking). The case like can be found by an English teacher by giving test to English students. Reading comprehension is one of the skills which should be taken attention well because of the function of the skill. Because of the function of the skill, that's why non English students also study it.

As Harmer (1998) stated that 'Reading text provides opportunities to study language, grammar, punctuation, vocabulary, and we can construct sentences, paragraph and text.' Related to this statement, the researcher can give a little conclusion that reading activity is one of way to improve students' knowledge in general and for increasing students' comprehension specifically [1].

Related to the importance of reading comprehension, the English teacher should provide various kind of strategies in teaching reading so that the students can understand what they read easily. When reading an English text, some students understand it, and some others students do not understand it. So, one of the way of teachers to help students to understand the English text is by providing good strategy in teaching reading.

Tomlinson (2003) stated comprehending the information text is the important aspect in reading. Reading comprehension is achieving multidimensional mental representation is reader's mind, and the multidimensional representation means the processing of linguistic labels and meaning by expanding all sorts of reaction in reader's mind such as vision, smell, or associating the information with personal experience [2]. It is understandable that what the reader creates in his/her mind is what he/she comprehends; as stated in [3].

Crane also said the same opinion about the comprehension, "Comprehension is what is understood of a term by someone who grasps it," [4]. For this opinion, a reader does not merely know the written symbol and its meaning but further she/he should establish the text. Reading is establishing the understanding of the meaning of words, sentences, and paragraphs, and establishing the relationship among ideas [5]. The point is reading needs analysis of what is read for comprehension.

One of the English strategies which can be used by an English teacher to teach reading is Know-Want-Learn Strategy. Based on the writer's experience this strategy is good enough to be used in teaching reading, because it helps students very much in reading comprehension. The way to help students by asking what the students know, what the students want to know, and what the students have learned from the text. By asking students with three questions, the students will write down what they have known, what they want to know and what they have learned. At the end students will comprehend the English text well.

According to [6] the K-W-L Strategy, designed in a three columns format, requires students first to list what they already know about a topic (calling attention to prior knowledge); second, to write what they would like to know about a topic (tapping a student perception and providing purpose for reading); and third, after reading

and discussion, to list what they learned and would like to learn (making connections between questions asked and information encountered). In a further refinement of the K-W-L, reference [7] also recommended asking students to categorize and summarize the information they gathered. By design, the K-W-L requires students to make connections between prior knowledge and new knowledge thereby constructing meaning.

Being aware with the factors that must be taken into consideration that having good reading comprehension is really important, so the writer was interested to find a good strategy which can be applied in teaching reading for senior high school students. From many of English reading strategies, Know-Want-Learn Strategy was including good strategy which can be applied in teaching. In this opportunity the writer used Know-Want-Learn Strategy in teaching reading for senior high school students of SMA Negeri 12 Makassar, in academic year 2013/2014.

2. Literature Review

2.1. Reading

Anderson and his colleagues in [8] define reading is the process of constructing meaning from written text. It is complex skill requiring the coordination of a number interrelated sources of information. They assume that the meaning contracted from the same text can vary greatly among people because of differences in the knowledge they posses. Harmer in 2001; states that reading as being “an exercise dominated by the eyes and the brain, the eyes received and the brains then has to work out the significant of the messages”, he suggest that reading is the process of cooperation between eye and the brain work in getting the message or getting information from reading text [9].

According to Thinker and McCullough in1975 reading is the identification of written symbol, which serves as stimulator for the recall of meaning built through past experience [5]. Burn in 1984 stated that Reading as the attaining of meaning as a result of the interplay between perceptions of graphic symbols that represent language and the memory traces of the reader’s past verbal and nonverbal experience [10]; as stated in [11].

Nunan stated that reading is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to the process as the ‘bottom-up’ view of reading [12].

Based on the definitions above, the researcher concludes that reading is a process which is done by a reader to get message given by writers through written form

2.2. Reading Comprehension

Anderson and Perason, (1985) Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read [8]. Successful comprehension involves the reader the reader’s discovering the meaning needed to achieve the particular piece of information, solving a problem direction; as stated in [13].

There Catherine Snow defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” Terms extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Furthermore, she outlined that there are three elements which are involved in reading comprehension; they are: reader, text, and activity. Those three elements involved in reading comprehension cannot be separated each other as each of them determine the success of reading; that is reader who is comprehending, text which is to be comprehended, and activity in which comprehension is a part [14].

Another is defined by Wainwright who explained that reading comprehension is seen as the complex process which comprises the successful or unsuccessful use of many abilities. Furthermore, it is explained that after reading, the reader should be able to recall information afterwards. What should be recalled and how much can be recalled depends on many factors, such as: (1) should be able to select the important points and draw general conclusions from passage; (2) should be able to make deductions, draw inferences, be aware of implications, and interpret information which mean that the reader should be able to distinguish between denotative, or surface or literal, meaning and connotative; (3) should be able to relate reading passage with readers’ prior knowledge and experience; (4) should be able to evaluate and discuss points included in passage with others. It can be concluded that reading is a complex process which needs seriousness and effort as readers are required to catch not only lexical meaning. But also the contextual meaning of the passage and it needs deep analysis and understanding while reading and after reading [15]; as stated in [16].

Based on the definition above, the write can give conclusion that reading comprehension is an active thinking process in reading the written text to understand the text

2.3. Extrapolative Level of Reading Comprehension

Extrapolative comprehension is to use facts already known from a piece of text for another situation. This situation may be outside the text but the text will provide you with a springboard to make use of the information. For example, you once again go back to the story in the appendix where there is an account of a fight that took place at the street corner where Rama had his business when you use the information contained in the story about the fight to describe a situation elsewhere. You are extrapolating the information— applying it to look at another similar situation.

Here’s another example. In one of the school readers there is a story about a king and his minister Tirumalai. The student while reading the story reflects upon the social life of the people in a monarchy and tries to compare it with his own social system.

Likewise, after reading a poem the “As we rush, as we rush, in thre train”, the reader may be asked to write his experiences of a railway journey. He reflects upon the poetic experience and tries to reconstruct his own experience. In other words, his comprehension here can be extrapolative (source: kkhsou.in/4mobile/deledunits/Course5Eng/unit3.pdf).

Reading beyond the lines involves deriving implications, speculating about consequences, and drawing

generalizations that are not stated by the author. The process of analysis also leads to a new synthesis by the reader, whose initiative and originality leads to new insights and reflections on the significance of the ideas. Students use clues, along with their prior knowledge, to figure out the answer [17] in Husnaini (2012) [18]. Extrapolative evaluation occurs only after the students have understood the ideas and information the writer presented. At this level, the readers can be tested on the following skills:

- The ability to differentiate between fact and opinion
- The ability to recognize persuasive statement
- The ability to judge the accuracy of the information given in the text

2.4. Know-Want-learn Strategy

Ogle, (1986) stated that KWL is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of KWL chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the KWL chart [19].

Donna Ogle asserts that KWL helps students become better readers of expository text and helps teachers to be more interactive in their teaching [19]. KWL charts help students to be active thinkers while they read (Carr and Ogle, 1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. The metacognitive strategy of self-questioning is used to ensure that students comprehend the text. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives [7].

2.5. Perception

Perceptions has a very close relationship with the attitude. Perception deals with the use of mind or senses to understand a person's surrounding. Attitude, on the other hand, is the person's feeling or a way of thinking about something based on their perception [20].

Perception is the basis for understanding individual differences, as for how people perceive something will affect how people behave [21]. Teachers' attitude is the reflection of their perception and their perception can guide and set their sights on their own teaching [22]. Teachers' instructions are related to their perception of teaching and learning and their perception often determines their decisions and affects many aspects of classrooms such as the interactions, activities, assessment, and students' engagement [23,14].

2.6. Research Questions

Based on the background which was explained in introduction part that having good reading strategy in teaching reading is important. So that, the writer was interested to do this research, namely teaching reading by using Know-Want-Learn Strategy for senior high school students of SMA Negeri 12 Makassar. The writer formulated the research questions as follow:

- Does the use of Know-Want-Learn Strategy improve the students' reading comprehension on extrapolative level?
- What are the students' perception toward the use of Know-Want-Learn Strategy in teaching reading?

3. Method

A research method applied in this research was pre-experimental design; the one-group pretest-posttest design [25]. The writer used only one group. The group was given a treatment namely Know-Want-Learn Strategy, a treatment under investigation.

The group was given pretest and posttest. The pretest was given before the treatment to assess the students' prior knowledge on reading comprehension and the posttest was given to measure treatment effects.

There were two variables in this research: an independent variable and dependent variable. The independent variable was the use of Know-Want-Learn Strategy in teaching reading, while the dependent variable were the students' reading comprehension on extrapolative level and students' perception.

The population of this research was all of the tenth grade students of SMA Negeri 12 Makassar, in academic years 2013/2014. Simple random sampling was applied to take sample in this research. The total number of sample was 30 students out from the population.

The writer used two kinds of instruments, namely test and questionnaire. The test consisted of pretest and posttest.

The pretest was given to find out the prior knowledge of students' reading comprehension on extrapolative level and it was given before treatment. While, the posttest was given after doing treatment to find out the effect of Know-Want-Learn Strategy on students' reading comprehension on extrapolative level. In this research, the questionnaire was given to find out the students' perception toward the use of Know-Want-Learn Strategy in teaching.

4. Finding and Discussion

4.1. Findings

4.1.1. The Students' Extrapolative Comprehension

The frequency score and the percentage of the students' reading achievements on extrapolative comprehension of both pretest and posttest can be seen in the following table.

Table 1: The Frequency and Percentage of the Students' Achievements on Extrapolative Comprehension

Classification	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Excellent	96 – 100	0	0	0	0
Very good	86 – 95	0	0	5	17
Good	76 – 85	0	0	10	33
Fairly good	66 – 75	1	3	9	30
Fair	56 – 65	6	20	5	17
Poor	36 – 55	18	60	1	3
Very poor	00– 35	5	17	0	0
Total		30	100	30	100

Table 1 shows that in pretest, the students got scores that categorized as fairly good classification was 1 (3%), the students got scores that categorized as fair classification were 6 (20%), the students got scores that categorized as poor classification were 18 (60%), the students got scores that categorized as very poor classification were 5 (17%) and none of the students got scores that categorized as excellent, very good, or good classification. On the other hand, in posttest, the students got scores that categorized as very good classification were 5 (17%), the students got scores that categorized as good classification were 10 (33%), the students got scores that categorized as fairly good classification were 9 (30%), the students got scores that categorized as fair classification were 5 (17%), the students got score that categorized as poor classification was 1 (3%) and none of the students got scores that categorized excellent or very poor classification. So, the mean score between pretest and posttest was different namely in pretest mean score was 46.67 while in posttest mean score was 74.33. It means that students' reading comprehension achievement mean score on extrapolative comprehension of posttest was significantly different than pretest. The increase was 27.66 points. Figure of the Students' Mean Score on Extrapolative Comprehension

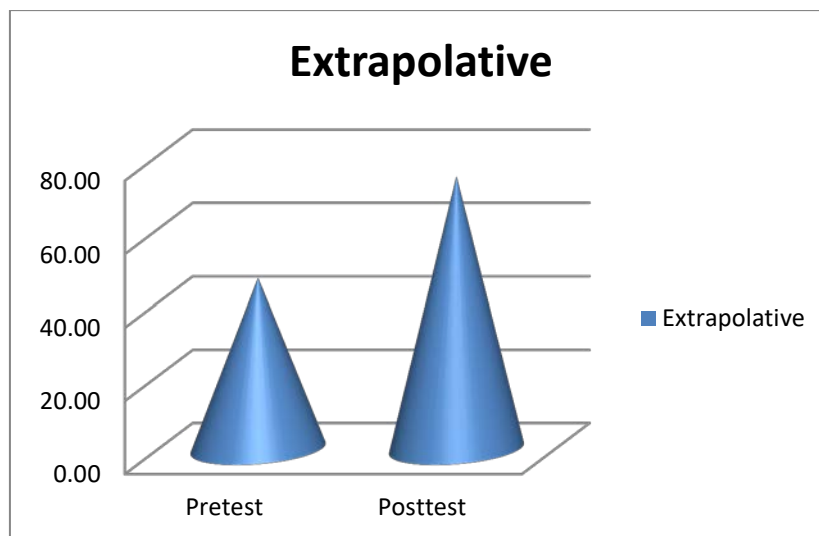


Figure 1

In order to obtain the significance of the difference between pretest and posttest on extrapolative comprehension, the researcher used t-test analysis in SPSS 17 Version.

Table 2: The Students' Achievements on Extrapolative Comprehension

Variable	α	Probability Value	Remarks
Extrapolative	0.05	.000	Significantly different

Table 2 shows that students' achievements between pretest and posttest were significantly different on extrapolative comprehension as it can be proved by the level of significance in which the probability value was lower than the level of significance 0.05 ($.000 < 0.05$). On the other hand, the use of Know-Want-Learn strategy improved students' reading comprehension on extrapolative comprehension.

4.1.2. The students' Perception

Table 3: The Percentage of the Students' Perceptions toward the use of Know-Want-Learn Strategy

Interval Score		Category	Know-Want-Learn Strategy	
			f	%
84-100	5	Very high	13	43
68-83	4	High	17	57
52-67	3	Moderate	0	0
36-51	2	Low	0	0
20-35	1	Very low	0	0
Total			30	100

Table 3 is about students' interval scores of questionnaire and it presented that there were 13 (43%) of the students felt strongly positive, 17 (57%) of the students felt positive and none of the students felt neutral, negative and strongly negative respectively. Furthermore, the mean score and standard deviation of students' perception toward the use of Know-Want-Learn strategy was 83.60 which categorized into High. The students' questionnaire scores can be seen in the following table.

Table 4: The Mean Score and Standard Deviation of the Students' Perception

	Mean	Standard deviation
Know-Want-Learn Strategy	83.60	5.952

4.2. Discussion

4.2.1. The Students' Reading Comprehension

The findings of this research revealed that the use of Know-Learn-Strategy in teaching reading improves the students' reading comprehension on extrapolative level. The comparison of pretest and posttest by applying statistical analysis as has been explained before that there was significant difference between pretest and posttest score, the score of posttest was higher than the score of pretest on students' reading comprehension on extrapolative level.

Table 2 showed that the value of significant was .000 which is lower than 0.05 ($.000 < 0.05$), it means that the improvement of the students' reading comprehension was significant after getting treatment by using Know-Want-Learn Strategy. It was supported by Gay (2006) stated that there is significant between pretest and posttest if the P-value or sig. (2-tailed) is less than or equal to 0.05 [25]. it indicated that the use of Know-Want-Learn Strategy improved the students' reading comprehension on extrapolative level significantly.

4.2.2. The Students' Perception

The students' perception analysis revealed that the use of Know-Want-Learn Strategy in teaching reading affected to the students' interest in attending the reading class during conducting the treatment. Mostly the students stated that they were diligent in joining reading class since teacher taught by using Know-Want-Learn Strategy, 17 (57%) of the students agreed that the strategy helped them in improving their reading comprehension. It was also proved by the mean score of students' questionnaire was 83.60 which categorized into *high*.

5. Conclusion

The use of Know-Want-Learn Strategy in teaching reading improved the students' reading comprehension on extrapolative level of comprehension. It was proved by the mean between pretest and posttest was different. The mean score of pretest was 46.67 while in posttest was 74.33.

Positive comments that have been given by the students toward the use of Know-Want-Learn Strategy in teaching reading. Table 3 shows that there were 13 (43%) of the students felt strongly positive and 17 (57%) of the students felt positive toward the use of Know-Want-Learn Strategy. It was also proved by the mean score of students' perception was 83.60 which categorized into *high*.

References

- [1] Harmer, Jeremy. 1998. *The Principle of English Language Teaching*. New York: Longman Group Ltd.
- [2] Tomlinson, Brian. (2003). *Developing Material for Language Teaching*. New York: Continuum.
- [3] Hasriani. (2011). *Improving Students' Reading Comprehension Toward English Text Through Quantum*

Reading and Toefl Reading Strategy. Thesis S2 UNM.

- [4] Crane, Tim. (2001). *Elements of Mind: An Introduction to the Philosophy of Mind*. New York: Oxford University Press. (CD-ROM InforTrac. 2001).
- [5] Thinker, M.A. and Mc. Constance M. McCullough. (1975) *Teaching Elementary Reading*. New Jersey: Prentice Hall.
- [6] Shelley, Anne Crout. et al. (1997). *Revisiting the K-W-L: What we Knew; What we Wanted to Know; What we learned*. (Journal Reading Horizons, 1997, volume 37, #3) Publisher
- [7] Carr, E. & Ogle, D. (1987). *K-W-L Plus: A Strategy for Comprehension and Summarization*. Journal of Reading, 30 (7), 626-631. <http://eric.ed.gov/ERICWebPortal>.
- [8] Anderson, R. C. and Pearson, P. D. (1985). *A Schema Theoretic View of Basic Processes in Reading Comprehension*. New York: Longman.
- [9] Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. London: Longman Group UK Limited.
- [10] Burns, Paul. et al. (1984). *Teaching Reading in Today's School*. Boston: Houghton Mifflin Corporation.
- [11] Hamzah, Sitti. (2012). *Improving Reading Comprehension of The Eleventh Graders of MAN Tanete Bulukumba Through Mind Mapping Technique*. Thesis S2 UNM.
- [12] Nunan, David. (1991). *Teaching reading Skill in a Foreign Language*. Bedford: Heinemann English Language Teaching.
- [13] Djamdjuri, Dewi Suriyani. (2012). *Improving Reading Comprehension of The Students of SMP Islam Terpadu Wahdah Islamiyah Using Parable From the English Translation of the Noble Qur'an*. Thesis S2 UNM
- [14] Catherine Snow, (2002). *Reading for Understanding: Toward R&D Program in Reading Comprehension*. RAND Education.
- [15] Wainwright, (2007). *How to read Faster and Recall More: Learning the Art of Speed Reading with Maximum Recall*. How to books. Deer Park Productions.
- [16] Abdullah, Muhaimin. (2016). *Hybrid Learning: boosting students' reading speed and comprehension by adopting rate build up reading, skimming, and scanning strategies through e-learning portal*. Thesis S2 UNM

- [17] Billerica, North. (2005). Building Levels of Comprehension: Multiple – choice and short-Response Reading Questions. New Jersey: Curriculum Associates, Inc.
- [18] Husnaini. (2012). The Effectiveness of Know-Want-Learn (KWL) Strategy in Teaching Reading Comprehension (An Experimental Study of the Eight Grade Students at SMP Negeri 9 Palopo). Thesis S2 UNM
- [19] Ogle, Donna M. (1986). KWL: A Teaching Model that Develop Active Reading the Heading Teacher. Evanston: Illinois.
- [20] Pickens. J. Attitudes and Perceptions. In Borkowski. (Eds). (2005). Organizational Behavior in Health Care. Mississauga: Jones & Bartlett Publisher.
- [21] Cillessen, A.H.N. & Lafontana, KM. (2002). Children's Perceptions of popular and and unpopular peers: A multi-method assessment. *Developmental Psycholgy*. 38(5), 635-647.
- [22] Artini, L.P. (2010). Theories of English as a Foreign Language Teaching and Learning. Singaraja: Ganesha University Education.
- [23] Zhu, C. & Wang, D. (2014). Key Competencies and Characteristics for Innovative Teaching among secondary school teachers: A Mixed-Methods Research. *Asia Pasific Education Review*, 15(2), 299-311.
- [24] Rinantanti, Yulini. At al. (2017). Perception of Senior High School EFL Teachers in Papua, Indonesia towards Their Own Competence. *Journal of Language Teaching and Research*, Vol. 8, No. 6, pp. 1181-1189, November 2017.
- [25] Gay, L. R, et al. (2006). Educational Research. London: Longman.